DOCUMENT RESUME

ED 327 379 SE 051 824

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TITLE	The Assessment of Hands-On Elementary Science Programs.
INSTITUTION	North Dakota Univ., Grand Forks. Center for Teaching and Learning.
SPONS AGENCY	National Science Foundation, Washington, D.C.
PUB DATE	90
CONTRACT	NSF-G-3-2120
NOTE	310p.
AVAILABLE FROM	North Dakota Study Group on Evaluation, Box 8158, University of North Dakota, Grand Forks, ND 58202 ($12.00 plus 15% shipping and handling).
PUB TYPE	Information Analyses (070) -- Books (010)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Achievement; *Educational Assessment; Elementary Education; *Elementary School Science; Evaluation Criteria; *Evaluation Methods; Evaluation Problems; Foreign Countries; *Measurement Techniques; *Needs Assessment; Performance Factors; Science Education; *Science Programs; Testing; Thinking Skills
IDENTIFIERS	United Kingdom

ABSTRACT

This document contains 15 chapters on various topics related to elementary science assessment. A comprehensive description of efforts to introduce alternatives to multiple-choice, paper and pencil tests to assess science learning is provided. The monograph includes an analysis of assessment issues, descriptions of current practice, and suggestions for new assessment methods. Part One, "Lessons from the Assessment of Reading and Writing," discusses literacy and testing, and contains papers by Brenda Engel and Patricia Stock. Part Two, "Assessment Theory," discusses thinking skills of students, and the validity of science assessments; articles are written by Audrey Champagne, Jerome Pine, and Frank Davis. In Part Three, "Large Scale Assessments," state assessments and the United Kingdom's Assessment of Performance Unit (APU) are discussed in studies by Joan Baron and Patricia Murphy. Part Four, with articles by Maryellen Harmon and Jan Mokros, and by Rosalind Driver, "Assessment in Science Education Research and Development," assesses the NSF elementary science curricula and the progress of children's understanding in science. Part Five, "New Approaches to Science Assessment," includes young children's discussion of science topics and a source of data for assessment in elementary school science based on children's investigations; contributions are by Edward Chittenden and Hubert Dyasi. (KR)

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